

KENTUCKY SCHOOL COUNCIL EFFICIENCY REVIEW PART I: RUBRIC



Kentucky Department of Education

Division of Leadership Development

Revised May 2004

INSTRUCTIONS:

1. Conduct interview with the school principal.
2. Conduct interview with the remaining members of the school council, separate from the principal. On questions where there is a difference of opinion, have the council members attempt to reach a consensus on the answer. If not, then determine majority answer.
3. Analyze all documents submitted.
4. Assign a performance level to the school council based on the criteria defined in each of the thirteen component blocks. A school must meet ALL criteria to get the full point value for a block. A school that partially meets the criteria gets half a point for that block. (Example: School meets all criteria for apprentice level and 5 of the 7 criteria for proficient level. School is scored 2.5.)
5. Credit stops when a school does not meet any criteria in the next block or when it is assigned a score with a .5 attached. (Example: School meets all the criteria in apprentice block, 5 of the 7 criteria for the proficient block, and one criterion from the distinguished block. School is scored 2.5.)
6. Record all scores on the recapitulation score sheet, and calculate the average of the 13 scores to determine the overall SBDM index. Record the average score on the recapitulation score sheet.
7. List findings and recommendations from the interviews and document analysis for each of the 13 components.

| | |
|---------------|--|
| School Name | |
| District Name | |
| Date/Time | |
| Reviewer Name | |

| Role | List Name | Check (✓) if Present |
|--------------------------------|-----------|----------------------|
| Principal Name | | |
| Teacher Member Name | | |
| Teacher Member Name | | |
| Teacher Member Name | | |
| (Minority Teacher Member Name) | | |
| Parent Member Name | | |
| Parent Member Name | | |
| (Minority Parent Member Name) | | |
| | | |
| | | |
| | | |
| | | |

Component – ORGANIZATIONAL STRUCTURE (bylaws and elections)

| | 1 | 2 | 3 | 4 |
|-----------------|--|---|---|---|
| N | <p>School council has not adopted bylaws or has adopted rules of operation that are not assembled into a bylaws document. The school can produce not documentation from elections. Parents and teachers know nothing about the election process or the last election. Parents and teachers do not have a clear understanding of the nomination and election process. Evidence suggests that parents do not conduct the parent's elections. Evidence suggests that persons who are not a part of the teacher and/or parent constituency interfered with the election process.</p> | <p>A</p> <p>Council has adopted a set of bylaws, but most members are unaware of bylaw requirements. Action of the council indicates that bylaws are commonly circumvented. Bylaws have not been distributed to staff. Bylaws are not comprehensive. Staff and parents are generally aware that elections occur, but have little knowledge of how they occur. The parent teacher association conducts the parent elections, but they do not have a set of adopted standard procedures for conducting nomination and election.</p> | <p>P</p> <p>Council has bylaws that are used consistently to govern the SBDM process. Bylaws are comprehensive (meaning they include information on council terms, meetings, agendas, participation, decision making, record keeping, and amendments to the bylaws) and members understand their requirements. Copies of the bylaws have been distributed to all staff and made available for parents. Minutes of council actions and other observable information indicate that the council operates in a manner consistent with their bylaws. Bylaws are periodically reviewed. Evidence indicates that parents conduct the parent's elections and teachers conduct teacher elections. Both parents and teachers have a standard set of procedures to use in conducting the elections. Members of both constituency groups generally feel that the election was conducted fairly and legally.</p> | <p>D</p> <p>All of column (3) plus staff and parent meetings have been conducted to explain SBDM and the school council's bylaws. Elections are conducted over a period of several days rather than just as one limited time event.</p> |
| Component Score | NOTES: | | | |

Component – **POLICIES**

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|---|---|--|--|
| <div></div> <p>Council has no recorded policies.</p> <p>N</p> | <div></div> <p>2</p> <p>Council has some recorded policies, but not all of those required by KRS 160.345.</p> <p> <input type="checkbox"/> Curriculum <input type="checkbox"/> Staff Assignment <input type="checkbox"/> Student Assignment <input type="checkbox"/> School Schedule <input type="checkbox"/> School Space <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Discipline/Classroom Mgt. <input type="checkbox"/> Extracurricular Programs <input type="checkbox"/> Standards Alignment, Technology Utilization, Program Appraisal <input type="checkbox"/> Committee Participation <input type="checkbox"/> Consultation </p> <p>A</p> | <div></div> <p>3</p> <p>Council has adopted policies in all required areas and has adopted comprehensive policies in some or all required areas. Policies are well communicated to all staff and at least posted for the community. Policies are focused on teaching and learning, and are based on student performance data and the Standards and Indicators for School Improvement. Policies are periodically revised and updated and consistent with designated school objectives. Council members are familiar with policies.</p> <p>P</p> | <div></div> <p>4</p> <p>All of column (3) plus council has adopted policies in other permissible areas.</p> <p>D</p> |
| <p>Component Score</p> | <p>NOTES:</p> | | |

Component – BUDGET & RESOURCES

| | | | |
|---|--|---|---|
| <div></div> <p>1 School council has not adopted a budget or has adopted a budget with little or no council input into budget development, budget is little more than a copy of their allocation. Resources are not considered at council meetings.</p> <p>N</p> | <div></div> <p>2 Council has adopted a budget with some council input on budget development. Budget does not reflect the allocation regulation's Section 4 (certified staff), 5 (classified staff), 6 (materials and other allocations), 7 (additional allocated funds), and 8 (professional development) funds but rather reflects only some of these sections. Council sometimes discusses resources, but does not target them or use them strategically.</p> <p>A</p> | <div></div> <p>3 Budget includes decisions on money from the allocation regulation's Section 8 (professional development), 7 (additional allocated funds), 6 (materials and other allocations), 5 (classified personnel), and 4 (certified personnel) and indicates that recommended budget was developed by the council or by a parent and teacher budget committee prior to council approval. Budget tied directly to Comprehensive School Improvement Plan initiatives. Budget information is shared with council members and budget is implemented as approved. Budget reports given at each meeting of the council. Budget reflects allotment for teacher, grade, department, program, etc. Members understand the allocation process and requirements. Council provides advice to district on categorical programs. Resources are targeted and used strategically.</p> <p>P</p> | <div></div> <p>4 All of column (3) plus budget is reviewed and amended throughout the year as needed. Budget contains funds for one or more special projects as well as PD funds, textbook funds. All school council members are aware of their categorical program funds.</p> <p>D</p> |
| <p>Component Score</p> | <p>NOTES:</p> | | |

Component – COMMITTEES

| | | | |
|---|--|--|---|
| <p>1</p> <p>Council has no committees, or has some committees and no committee policy, or has some committees and a committee policy but committees rarely, if ever, meet.</p> <p>N</p> | <p>2</p> <p>Council has 4 or more active committees and a council approved committee policy. Committees meet occasionally but rarely report any recommendations to the council.</p> <p>A</p> | <p>3</p> <p>Council has 4 or more committees and a committee policy. Committees meet regularly and make a report at council meetings. The council establishes role and responsibility of each committee. Committees frequently make recommendations to the council. Committee agendas and recommendations focus on the goals and objectives of the school improvement plan.</p> <p>P</p> | <p>4</p> <p>All of column (3) plus <u>all</u> council policy recommendations, school improvement plan revisions, and other relevant decisions pass through the committee structure prior to council adoption. Committee members serve multiple years of service.</p> <p>D</p> |
| Component Score | NOTES: | | |

Component – PERSONNEL

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|--|--|--|---|
| <p>1</p> <p>School council has no policy on consultation or has a policy that creates little actual council involvement in consultation or is incomplete. Consultation occurs on most, but not all, vacancies. Consultation has been violated at least once in the last year.</p> <p>N</p> | <p>2</p> <p>School council has a complete policy on consultation. Policy creates only moderate involvement of school council in consultation. Evidence indicates that consultation policy is not consistently followed.</p> <p>A</p> | <p>3</p> <p>School council has approved a complete consultation policy that creates significant council involvement, including interviews of some candidates and a recommendation to the principal. Notation is made in council minutes when consultation occurs. No violations of consultation in the past year. Council has a policy on principal selection. Personnel criteria reflect use of the Standards and Indicators for School Improvement.</p> <p>P</p> | <p>4</p> <p>All of column (3) plus council and principal conduct closed session discussion of the candidates and reach a consensus on the principal's selection. Personnel interview rubric has been developed and adopted by the council.</p> <p>D</p> |
| Component Score | NOTES: | | |

Component – **COMMUNICATION**

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| <div></div> <p>1 The community is often not notified of council meetings. Policies and bylaws are not distributed to faculty and parents. Committees never notify the community of meetings.</p> <p>N</p> | <div></div> <p>2 The community is notified of meetings only by that which is required by the Open Meetings Law. Committees rarely, if ever, notify the community of meetings. Policies are not distributed but are occasionally explained to staff in a faculty meeting. Principal communicates little necessary information to the council.</p> <p>A</p> | <div></div> <p>3 Meeting notices comply with the Open Meetings Law. In addition, other resources are used to notify parents of meetings (newsletters, special notices to parents, community marquees, etc.) Bylaws and policies are updated and distributed to staff with each amendment or adoption. Bylaws and policies are communicated to parents upon initial annual enrollment and posted on an SBDM specific bulletin board in a high profile location. Council minutes or a good summary or the minutes are printed and distributed in a parent newsletter. The principal is communicating necessary information to the council members including test data, budget allocation data, core content, Standards and Indicators for School Improvement, etc.</p> <p>P</p> | <div></div> <p>4 All of column (3) plus meetings are televised on local access cable TV. Other creative means are used to improve communication with stakeholders.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>D</p> |
| <p>Component Score</p> | <p>NOTES:</p> | | |

Component – **COMPREHENSIVE SCHOOL IMPROVEMENT PLANNING**

| | | | |
|---|---|--|--|
| <div>1</div> <p>The school plan is presented to the council for approval without significant council, committee or stakeholder involvement, and without significant opportunity for the council to question and debate. Objectives are not focused on improved teaching and learning. Implementation and impact checks at council meetings do not occur.</p> <div>N</div> | <div>2</div> <p>Plan developed by school council, or a committee, with little or no additional stakeholder involvement. Objectives may not focus on improved teaching and learning. Implementation and impact checks at council meetings occur infrequently.</p> <div>A</div> | <div>3</div> <p>Plan adopted by the council, after recommendation by an appropriate council committee with significant stakeholder discussion and input. Council analyzes disaggregated state assessment data as basis for the plan. Objectives and activities focus on teaching and learning and are data driven. Targets are set for closing achievement gaps, with evidence that targets are established with involvement of parents, faculty, and staff. Plan includes targets, strategies, activities, and a time schedule for closing achievement gaps. Plan addresses, but is not limited to, curriculum alignment, evaluation and assessment strategies, professional development, parental communication and involvement, attendance improvement, dropout prevention, and technical assistance to be accessed. Objectives and activities are research based. Implementation and impact checks occur at school council meetings and plan is amended as necessary. Training in CSIP for council members occurs. Council policy addresses a planning process. Disaggregated state assessment data is cited as rationale for objectives. Evidence indicates that activities in plan are implemented. The plan requires, and the council reviews, classroom data on how student achievement is impacted by the plan activities.</p> <div>P</div> | <div>4</div> <p>All of column (3) plus: Council involves knowledgeable experts from outside the school in assisting with the planning (consultants, trainers, or central office staff, college professors, etc.) At least 25% of the schools Section 6 and 7 budgets are specifically directed at plan objectives. Council has adopted a policy on Comprehensive School Improvement Planning. Council cites Standards and Indicators for School Improvement as a rationale for objectives. Classroom data is frequently gathered and analyzed by the council to determine if the current plan objectives and activities are leading to success.</p> <div>D</div> |
| <p>Component Score</p> | <p>NOTES:</p> | | |

Component – PROFESSIONAL DEVELOPMENT

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|---|---|--|---|
| <p>1</p> <p>School has no professional development activities included in the Comprehensive School Improvement Plan, nor a policy by which professional development funds are spent. The principal or district officials make nearly all PD expenditure decisions, though they may be approved by the council. There is little or no evidence that PD decisions are based on data-based instructional needs.</p> | <p>2</p> <p>School has professional development activities included in the Comprehensive School Improvement Plan, but council members did not make decisions about PD choices. Council members are generally unaware of PD allocation and PD funds are left unspent.</p> | <p>3</p> <p>School has one or more committees with specific responsibility for organizing the school's professional development. These committees have developed PD activities for inclusion in each component of the Comprehensive School Improvement Plan that are based on data driven instructional needs and support the plan objectives. Some PD activities are organized in a sequence of activities spread over a number of months that allows staff to fully develop their understanding and application of the concepts. Minutes indicate that the school council is determining the content of at least three of the four PD days in the school calendar. Council has a policy on PD expenditures and evidence is available to indicate that council members understand decisions about PD. special requests. All PD funds are expended. All PD for staff members are directly related to (1) teacher's classroom assignment and content area, or (2) the administrator's job requirements, or (3) is required by the school improvement</p> | <p>4</p> <p>All of column (3) plus some PD programs planned by the council deal with subject content. PD plan includes training for certified and classified staff. PD plan includes additional training for school council members in SBDM.</p> |
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| N | | A | | P | plan, or (4) is tied to the teacher's or administrator's individual growth plan, or (5) teaching and learning gaps as determined by the Standards and Indicators for School Improvement and other means of needs assessment. Council policy includes a provision for spending additional PD funds based on staff members' | D | |
| Component Score | | NOTES: | | | | | |

Component – TRAINING

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|--|--|--|---|
| 1 Some Council members still untrained by required deadlines (30 days from assuming office for new members, 120 days from assuming office for experienced members). Trained members received only the minimum hours. N | 2 All members trained by required deadlines after assuming office, but only the minimum hours. Content included only legal roles and responsibilities. A | 3 All members trained by required deadlines. Some or all members received more than minimum training hours. Content of training includes topics beyond legal roles of SBDM (Comprehensive School Improvement Planning, Budgeting, Test Score Analysis, Curriculum Alignment, etc.). The council completes principal selection training if necessary. SBDM-1 forms filed on time. P | 4 All of column (3) plus some members attend KASC annual conference or other statewide or regional conference with SBDM focus OR some members participate in online training for council members. All members receive training in excess of minimum requirement. Content of training includes areas focused on improving student performance and specifically designated/requested by the school council. D |
| Component Score | NOTES: | | |

Component – RECORD KEEPING

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|---|--|---|---|
| 1 Policies, bylaws, and minutes do not exist or are scattered, inconsistent, and unorganized. Approved documents (budget, Comprehensive School Improvement Plan, etc.) are not included with minutes. No open records compliance officer. N | 2 Policies, bylaws, and council minutes kept in organized manner but are consistently behind schedule. Committee minutes not kept in central location. A | 3 Policies, bylaws, and minutes are kept in a central location, in an organized manner, and are current. Committee minutes are filed with the other public information. Someone is appointed as the Open Records Compliance Officer. Requests for open records are completed within prescribed time period. P | 4 All of column (3) plus policies and bylaws printed and distributed to all parents and made available to the local media as amended. D |
| Component Score | NOTES: | | |

Component – DECISION MAKING

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|---|---|---|---|
| 1 Council has not described a decision making process in their bylaws. Does not make all decisions required by statute. N | 2 Council has defined a decision making process but members are generally unfamiliar with it and often do not use it. Process uses consensus decision making only, without any backup provision for voting. Makes most, but not all, decisions required by statute. A | 3 Council has a defined process using consensus, with a backup provision for voting, or uses voting exclusively. Makes all decisions required by statute including staffing, textbooks, instructional materials, student support services (guidance counseling, advisor/advisee, etc.), professional development, organization of the primary program, and adoption of the Comprehensive School Improvement Plan. P | 4 All of column (3) plus minutes indicate that the council always attempts to reach consensus, even if this postpones a decision. D |
| Component Score | NOTES: | | |

Component – SUPPORT SYSTEMS

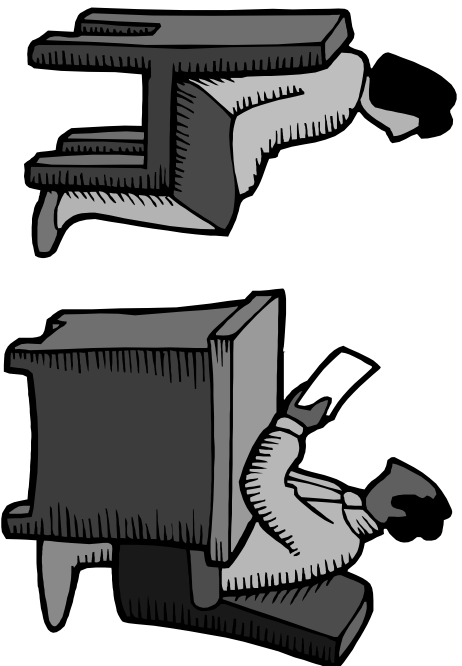
| | | | |
|---|---|--|---|
| 1 Little or no assistance available for the council. District is typically “hands off.” N | 2 Districts offer limited assistance. District officials occasionally attend council meetings, but only when asked. A | 3 District has assigned a central office staff member as a liaison to each school council, and this person either attends meetings or regularly communicates with the council. Allocation to the council is complete and delivered on time. District Coordinator is well versed in the process of SBDM. District assists with the filing of SBDM-1 forms. Climate established by superintendent and central office staff is supportive and collegial. Council and district seek other support (KDE, KASC, Prichard Committee, etc.). P | 4 All of column (3) plus District certified personnel evaluations systems for teachers and principals include SBDM related criteria. District allocations above the minimum for Section 4, 5, and 6 and provides some Section 7 funds. District has formed a “Council of Councils” organization that meets regularly. School board requires annual report from councils at a board meeting. Central office staff serves on some school council committees. District provides a non-training orientation for school council members. D |
| Component Score | NOTES: | | |

Component - FOCUS

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|--|---|--|--|
| <div>1</div> <p>Agendas and minutes reflect that few, if any, agenda items and decisions are related to teaching and learning. Those decisions and agenda items that are based on teaching and learning are decided based on factors other than education research or school accountability results. School missions or the Comprehensive School Improvement Plan are never used as a check on any decisions.</p> <div>N</div> | <div>2</div> <p>Agendas and minutes reflect that some agenda items and decisions are related to teaching and learning, but most are not. Some decisions and agenda items are ultimately decided based on research and accountability results, but most are based on intuition, traditional practice, and constituent comfort. School mission and the Comprehensive School Improvement Plan are sometimes used as a check on any decisions.</p> <div>A</div> | <div>3</div> <p>Most agendas and minutes reflect that agenda items and decisions are related to teaching and learning. Nearly all agenda items are initiated by the Comprehensive School Improvement Planning process and/or by accountability results. Nearly all decisions reached are based on educational research and/or accountability results. The council has used the Standards and Indicators for School Improvement as a tool for planning and monitoring whole school improvement. Policies adopted and decisions made result in change related to curriculum and instructional practices. School mission and the Comprehensive School Improvement Plan are often used as a check on decisions. Implementation and impact checks relative to components of the comprehensive school improvement plan are regularly included on the agenda of council meetings. Most regular council meetings include some time for discussing current plan activities. Teachers and parents see council decisions as binding.</p> <div>P</div> | <div>4</div> <p>All of column (3) plus the council appears to have resolved or be working toward resolution of identified instructional issues. The Comprehensive School Improvement Plan is fully implemented ahead of schedule and then updated for new objectives. Each council meeting includes meaningful work on the status of the Comprehensive School Improvement Plan. School is meeting or exceeding its current accountability goal, novice reduction target, achievement gap targets, drop out reduction targets, novice reduction targets, and attendance goals.</p> <div>D</div> |
| <p>Component Score</p> | <p>NOTES:</p> | | |

KENTUCKY

SCHOOL COUNCIL EFFICIENCY REVIEW PART II: INTERVIEW FORM



KENTUCKY DEPARTMENT OF EDUCATION
DIVISION OF LEADERSHIP DEVELOPMENT
REVISED AUGUST 2002

SCHOOL COUNCIL MEMBER INTERVIEW FORM

A. Organizational Structure (bylaws and elections)

| Questions | Record Response/Notes |
|---|--|
| 1. Does your school council have a comprehensive set of bylaws to govern the SBDM process? (Council terms, agendas, participation, decision making, record keeping, amendments) | YES NO |
| 2. Are these bylaws used consistently for all council business? | YES NO |
| 3. Have copies of the bylaws been distributed to all staff? Are copies given to new staff each year? | All staff: YES NO New staff: YES NO |
| 4. Have copies of the bylaws been distributed to all parents? | YES NO |
| 5. Have there been parent meetings to explain SBDM and how it works at your school? | YES NO |
| 6. How often are bylaws reviewed and/or amended? | |
| 7. Are teachers conducting regular teacher elections? Please describe the process they use. | YES NO Process: |
| 8. Are parents conducting regular parent elections? Please describe the process they use. | YES NO Process: |
| 9. If the school has 8% or more minority enrollment, and no minority is elected in the regular elections, how are minority elections conducted? | |
| 10. Are your school's SBDM elections conducted in a fair manner that reflects the will of the constituencies? | YES NO |

B. Policies

| Questions | Record Response/Notes |
|--|---|
| 1. Has your council adopted a policy in each of these areas? Any additional areas (please list below): | Check all that apply: <div> <div>_____ Curriculum</div> <div>_____ Student Assignment</div> <div>_____ Instructional Practice</div> <div>_____ Comprehensive School Improvement Planning</div> <div>_____ Discipline & Classroom Management</div> <div>_____ Extracurricular Programs</div> <div>_____ Standards Alignment</div> <div>_____ Committee Participation</div> <div>_____ Staff Assignment</div> <div>_____ School Space</div> <div>_____ Consultation</div> </div> |

| | | |
|---|---|----|
| 2. Have policies been distributed to all staff? | YES | NO |
| 3. Have policies been communicated to all parents? | YES | NO |
| 4. Are your policies implemented as the council intended? | YES | NO |
| 5. How often are adopted policies reviewed or revised? | YES | NO |
| 6. As rationale for your policies, did you use: | Check all that apply: <input type="checkbox"/> Standards & Indicators for School Improvement <input type="checkbox"/> State assessment data for students <input type="checkbox"/> Staff perceptions <input type="checkbox"/> Comprehensive School Improvement Plan <input type="checkbox"/> Educational Research | |

Please describe your policy and the rationale for the policy in the area of

(Select various areas and ask individuals to respond.)

C. Budget

| Questions | Record Response/Notes | |
|---|--|----|
| 1. Has your council adopted a budget for the current fiscal year? | YES | NO |
| 2. Please describe the steps or process that lead to the adoption of the school council's budget. | | |
| 3. Does the budget include funds for: | Check all that apply: <input type="checkbox"/> Personnel (Classified and Certified) <input type="checkbox"/> Professional Development <input type="checkbox"/> Material and Supplies <input type="checkbox"/> Section 7 | |
| 4. What rationale did you use to make budget decisions? Did you use as a budget rationale: | Check all that apply: <input type="checkbox"/> Comprehensive School Improvement Plan <input type="checkbox"/> Goals & Activities <input type="checkbox"/> Committee Reports <input type="checkbox"/> State Assessment Data | |
| 5. Does the council receive budget reports as part of its meeting agenda? How often? | YES | NO |
| 6. Is the council given an opportunity to amend the budget? | YES | NO |

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|---|---|----|
| 7. Has your district given the council the opportunity to provide input and advice on the expenditure of funds from categorical programs? | YES | NO |
| 8. Does the school council consider the expenditure of funds from the school's general account or activity account? | YES | NO |
| 9. Has your council selected textbooks when adoption is to be completed? | YES | NO |
| 10. How are school office expenses budgeted? | | |
| 11. Does your school budget include line amounts for: | Check all that apply: _____ Library _____ Per teacher _____ Per department _____ Per program _____ Per grade _____ Contingency _____ Teams _____ Committees | |
| 12. Does the principal communicate budget information to council members in a timely manner? | YES | NO |

D. Committees

| Questions | Record Response/Notes | |
|---|-------------------------------|----|
| 1. Does your council have committees? | YES | NO |
| 2. List your school council committees: | List committee names: | |
| 3. Does your council have a policy on committee participation? Please explain it. | YES List explanation here: | NO |
| 4. How often do committees meet? | | |
| 5. How often do committees report to the council? | | |
| 6. Does the council assign issues to committees? | YES | NO |
| 7. May committees generate their own issues? | YES | NO |

| | |
|--|----------------------------|
| 8. Describe how you record and archive committee minutes and other important council records? | |
| 9. Is important information communicated to committees in a timely manner? (Ex: Assessment data, council minutes, allocation, etc) | YES Give an example: NO |

E. Personnel

| Questions | Record Response/Notes |
|--|---|
| 1. Does your school council have a policy that defines "consultation" in the filling of non-principal vacancies? | YES NO |
| 2. Does the policy address: | Check all that apply: _____Meetings _____Timelines _____Interviews _____Review of Applications _____Review of References |
| 3. Please describe the "consultation" process. | |
| 4. Is consultation noted in the minutes of council meetings? | YES NO |
| 5. Does the council have a policy on principal selection? | YES NO |
| 6. To your knowledge, have any non-principal vacancies, certified or classified, been filled at the school in the past two years, without consultation being completed as defined by the council's policy? | |
| 7. Have you selected a principal since 1990? | YES NO |
| 8. If the answer to # 7 is YES, then: Was this completed by a school council selection? | YES NO |
| 9. Has staff been transferred into your school in the past three years? | YES NO |
| 10. If the answer the #9 is YES, then: Please describe the circumstances: | |

F. Communication

| Questions | Record Response/Notes | |
|--|-----------------------|----------|
| 1. Has your council been trained on the requirements of the Open Meetings and Open Records Laws? | YES | NO |
| 2. Do all of your council and committee meetings comply with the Open Meetings Law? | YES | NO |
| 3. By what methods do you notify the community of council and committee meetings? | YES | NO |
| 4. As bylaws and policies are amended, how are they communicated to staff and community? | | |
| 5. Do you have a parent newsletter? Does it share information (minutes, meeting notices) on SBDM? | YES YES | NO NO |
| 6. Do you SBDM information posted on a bulletin board in your school? | YES | NO |
| 7. Is information communicated to the council in a timely manner? Ex: test data, budget allocation, CORE content, Standards and Indicators for School Improvement. | YES | NO |

G. Comprehensive School Improvement Planning

| Questions | Record Response/Notes | |
|--|-----------------------|----|
| 1. Has your school council adopted a current Comprehensive School Improvement Plan? | YES | NO |
| 2. Describe the process by which this plan was developed and approved: | | |
| 3. Did you conduct a review of disaggregated state assessment data and use that as a tool for planning? What are your most significant achievement gaps? | YES | NO |
| 4. What are the objectives in your current Comprehensive School Improvement Plan? | | |
| 5. How did you determine these objectives? | | |
| 6. Did you use findings from the Standards and Indicators for School Improvement as part of your needs assessment process? | YES | NO |

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| 7. May staff access PD funds beyond those specifically included in the PD plan? How? | YES | NO |
| 8. What types of training are you providing with PD funds? (Content? Instructional Practices? Coaching?) How is PD organized and delivered throughout the year? | Please list: | |
| 9. Do you provide PD for classified staff? What types? | YES Please list: | NO |
| 10. Do you include training for council members? What type? | YES Please list: | NO |

I. Training

| Questions | Record Response/Notes | |
|--|--|----|
| 1. Have all school council members received the training required by KRS 160.345(6)? | YES | NO |
| 2. Who were your trainers? | List trainer name(s) or organization: | |
| 3. Do any teacher or parent members request or receive additional training hours in SBDM? | YES | NO |
| 4. Did your training include learning activities on: | Check all that apply: _____ Comprehensive School Improvement Planning _____ Budgeting _____ Test Score Analysis _____ Curriculum Alignment | |
| 5. Did any of your council members attend the last Kentucky Association of School Councils (KASC) Annual Conference? How many? | YES List number: _____ | NO |
| 6. How do you determine the agenda and content of your required training? | | |
| 7. Have you submitted your council membership and training data electronically to KDE using the KDE web page? | YES | NO |

J. Record Keeping

| Questions | | Record Response/Notes | |
|-----------|---|--|----|
| 1. | Are your policies, bylaws, council minutes, and committee minutes kept in a central location, in an organized manner? Where is that location? | YES List where: | NO |
| 2. | Are your minutes current to date? After a meeting, when does the council receive the printed minutes and when does the council approve them? | YES When receive: When approve: | NO |
| 3. | Do minutes include copies of documents adopted? (EX: Comprehensive School Improvement Plan, budget, curriculum, etc.) | YES | NO |
| 4. | Who is your school council's Open Records Compliance Officer? | List name: | |
| 5. | What is your process for compliance with open records requests? | Describe process: | |

K. Decision Making Process

| Questions | | Record Response/Notes | |
|-----------|--|--|--|
| 1. | Has the council adopted a decision making process in its bylaws? | Describe the process: | |
| 2. | If consensus only, what happens if they do not reach consensus? | | |
| 3. | Does the council make these decisions? | Check all that apply: _____ Determine the number of persons employed _____ Select textbooks _____ Select instructional materials (budget) _____ Student support services _____ Principal selection _____ Comprehensive School Improvement Plan adoption _____ Professional development _____ Organization of primary program | |

L. Support Systems

| Questions | Record Response/Notes |
|---|---|
| 1. Describe ways in which the district office supports the work of your school council: | List: |
| 2. Has your district appointed a liaison from the central office to meet regularly with your council? Is the person helpful? | YES NO YES NO |
| 3. Do you receive your annual allocation for staffing and other funds by March 1? | YES NO |
| 4. Does your school allocation include funds for: | Check all that apply: _____ Funds for Certified Staff (Section 3) _____ Funds for Classified Staff (Section 4) _____ Funds for Materials/Supplies (Section 6) _____ Funds for Professional Development (Section 12) _____ Section 7 Funds (per pupil) _____ Section 7 Funds (per project) |
| 5. What Section 7 requests have you made to your local school board? Did the board grant any of these requests? Did they respond to your requests by May 30? | List requests: List those granted: YES NO |
| 6. Does your school council allocation exceed the minimum amounts required for allocation? | YES NO |
| 7. Who is your district SBDM coordinator? Can the person usually answer your questions about SBDM requirements? Does the SBDM Coordinator and/or the school seek assistance from other support organizations (KDE, KASC, Prichard Committee, etc.)? | YES NO YES NO |
| 8. Does the district system of evaluation of the principal include SBDM related criteria? (EX: How well implement policies?) | YES NO |
| 9. Does your district have a "Council of Councils" organization? How often does it meet? | YES NO Record how often: _____ |
| 10. Does your local school board require an annual report by the council at a board meeting? | YES NO |
| 11. At this meeting, does the board discuss ways to support the council's work? | YES NO |

| | | |
|--|------------|----------|
| 12. Does central office staff serve on school council committees if asked? | YES | NO |
| 13. Does the district provide a non-training orientation for new members? Materials and information? | YES YES | NO NO |
| 14. Does your district assist in the electronic filing of SBDM membership data? | YES | NO |

M. Focus

| Questions | Record Response/Notes | |
|---|--|---------------------------------------|
| 1. Are most council agenda items related to teaching and learning? Give some examples: | YES | NO Record at least 2 examples: |
| 2. Do council agenda items relate to the objectives of the Comprehensive School Improvement Plan? | YES | NO |
| 3. Does the school council discuss school accountability data or educational research in making decisions? How often? | YES | NO |
| 4. When policies related to teaching and learning are adopted, do they seem to bring about change in practice? Give examples: | YES | NO Record at least 2 examples: |
| 5. What is the mission of your school? (Can verbalize main ideas:) | YES | NO |
| 6. How often does the school council conduct an implementation and impact check on the current Comprehensive School Improvement Plan? | Please check one: _____ Every meeting _____ Every other meeting _____ Quarterly _____ Semi-annually _____ Annually _____ Never | |
| 7. On which academic areas do you have the most novice level students? What strategies has the council implemented to reduce these novice levels? | Please list: Strategies: | |

| | |
|--|--|
| <p>8. Does the school council use the following as tools for planning:</p> | <p>Check all that apply:</p> <p><input type="checkbox"/> Standards & Indicators for School Improvement</p> <p><input type="checkbox"/> Disaggregated state assessment data</p> <p><input type="checkbox"/> School disciplinary referrals</p> <p><input type="checkbox"/> Counseling records</p> <p><input type="checkbox"/> Student/staff/parent surveys</p> <p><input type="checkbox"/> Equity analysis</p> <p><input type="checkbox"/> Core Content</p> <p><input type="checkbox"/> Educational Research</p> |
|--|--|

KENTUCKY SCHOOL COUNCIL EFFICIENCY REVIEW

PART III:

SCORE SHEET

INSTRUCTIONS:

1. Conduct interview with the school principal.
2. Conduct interview with the remaining members of the school council, separate from the principal. On questions where there is a difference of opinion, have the council members attempt to reach a consensus on the answer. If not, then determine majority answer.
3. Analyze all documents submitted.
4. Assign a performance level to the school council based on the criteria defined in each of the thirteen component blocks. A school must meet ALL criteria to get the full point value for a block. A school that partially meets the criteria gets half a point for that block. (Example: School meets all criteria for apprentice level and 5 of the 7 criteria for proficient level. School is scored 2.5.)
5. Credit stops when a school does not meet any criteria in the next block or when it is assigned a score with a .5 attached. (Example: School meets all the criteria in apprentice block, 5 of the 7 criteria for the proficient block, and one criterion from the distinguished block. School is scored 2.5.)
6. Record all scores on the recapitulation score sheet, and calculate the average of the 13 scores to determine the overall SBDM index. Record the average score on the recapitulation score sheet.
7. List findings and recommendations from the interviews and document analysis for each of the 13 components.

COMPONENT SCORE

| | |
|--|-------|
| A. Organizational Structure | _____ |
| B. Policies | |
| C. Budget | |
| D. Committee | |
| E. Personnel | |
| F. Communications | |
| G. Comprehensive School Improvement Planning | _____ |
| H. Professional Development | |
| I. Training | |
| J. Record Keeping | |
| K. Decision Making | |
| L. Support Systems | |
| M. Focus | |

TOTAL COMPONENT SCORE

(Total divided by 13 = SBDM Efficiency Index)

SCHOOL SBDM EFFICIENCY INDEX =